DOCUMENT RESUME

ED 228 917 HE 016 077

AUTHOR Brown, Peggy, Ed.
TITLE Peace Studies.
INSTITUTION Association of American Colleges, Washington, D.C.
PUB DATE Mar 83
NOTE 19p.
AVAILABLE FROM Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009.
PUB TYPE Collected Works - Serials (022) -- Viewpoints (120) -- Reports - Descriptive (141)
JOURNAL CIT Forum for Liberal Education; v5 n4 Mar 1983

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *College Programs; College Role; Curriculum Development; *Disarmament; Foreign Policy; Higher Education; *International Relations; Nuclear Warfare; *Peace; *War; World Affairs
IDENTIFIERS Earlham College IN; Goshen College IN; Juniata College PA; Ohio State University; Syracuse University NY; University of Illinois Urbana Champaign

ABSTRACT

Selected college peace studies programs are described, and perspectives on such efforts in higher education are considered in an article by Robert C. Williams, "Sounds of Silence: The Academy and the Nuclear Question." Following the essay, peace studies activities of six colleges are described. At Syracuse University, the Program in Nonviolent Conflict and Change includes peace studies instruction and research projects, and training in nonviolent methods. The Mennonite Goshen College's peace studies program assists other departments to include peace content in their materials. At Ohio State University, issues of public policy and national security are addressed in five programs of teaching, research, and public service. The Peace and Conflict Studies program at Juniata College seeks to promote an understanding of war within each discipline. At the University of Illinois, Urbana-Champaign, study and research is undertaken on the military, political, economic, and social implications of the arms race and arms control efforts. Finally, at Earlham College, the Peace and Global Studies Program stems from its Quaker heritage and tradition of teaching about international concerns and social activism. Additional programs are briefly described, along with resource materials. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED228917

The forum for Liberal Education

Peace Studies

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

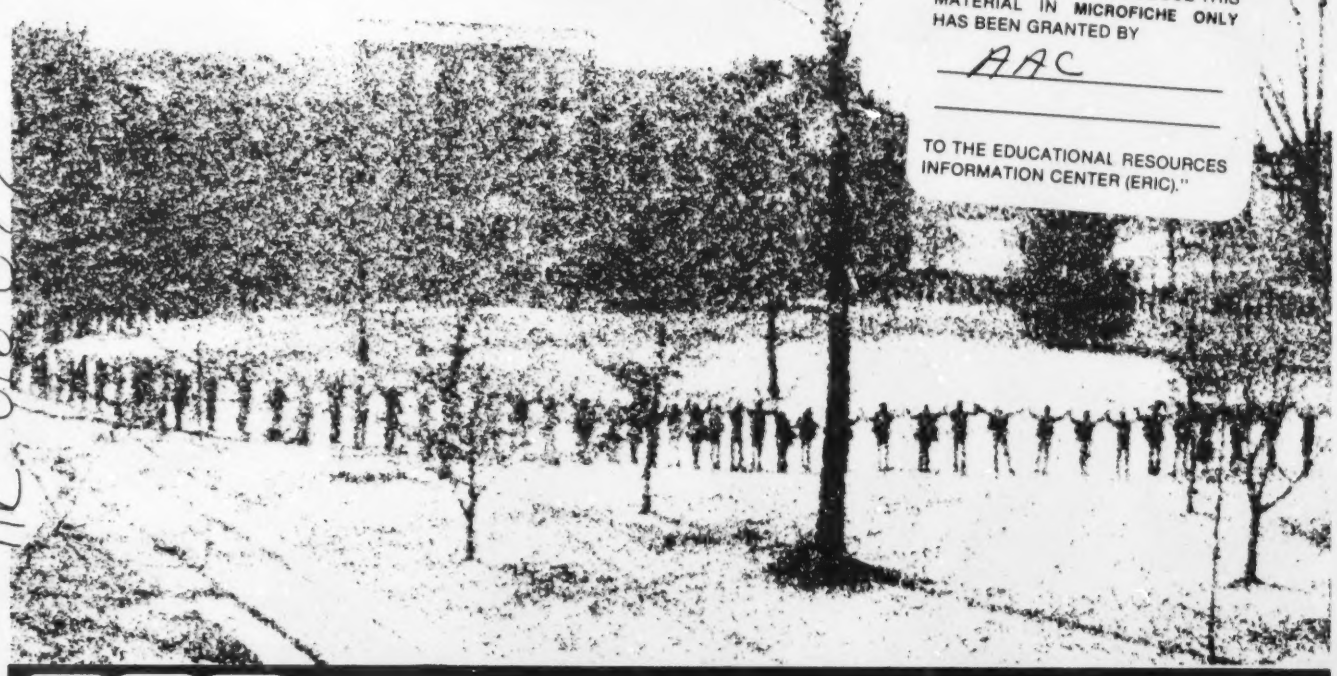
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

AAC

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."



HE 016 027

aac Association of American Colleges

March 1983
Volume V, Number 4

forum

March 1983
Volume V, Number 4

Sounds of Silence: The Academy and the Nuclear Question
by Robert C. Williams 2

Syracuse University
Nonviolent Conflict and Change 4

Goshen College
Mennonites and Peace Education 5

The Ohio State University
National Security Focus 6

Juniata College
War as a Human Problem 8

University of Illinois at Urbana-Champaign
A Home for International Security Scholars 9

Earlham College
In the Quaker Tradition 10

Additional Programs 11

Resources 15

Editor
Peggy Brown

Research Assistant
Tina Adler

Subscriptions Assistant
Jacqueline Coleman

Cover photo courtesy of Earlham College Office of College Relations.

© 1983 by the Association of American Colleges.

Peace Studies

On March 25-26, 1982, the Association of American Colleges co-sponsored a conference on "The Role of the Academy in Addressing the Issues of Nuclear War" with Hobart and William Smith Colleges and the American Council on Education. More than 170 educators from across the country gathered in Washington, D.C. to hear experts describe the aftermath of Hiroshima and the current state of arms control and fellow academicians elaborate on the place of nuclear education in the disciplines and its value in the preparation of informed citizens.

I came away from the conference both cheered by the participants' ardor and dismayed at the charges of faddishness which the conference drew. The syllabi and names gathered at the conference piqued my interest, and I decided to devote a *Forum* issue to some of the ways colleges and universities teach about peace.

This resulting issue is not about nuclear education, although Robert Williams' essay challenges his colleagues to bring the insights of their disciplines to bear on these issues and many of the programs described here examine them. Rather, I have chosen the admittedly value-laden term "peace studies" under which to group activities that range from Ohio State University's focus on national security to the programs at such traditional peace church colleges as Manchester and Earlham.

Hampshire College President Adele Simmons' comments at the March 1982 conference offer a good explanation for devoting an issue of *Forum* to this topic: "Faculty and administrators wonder out loud whether there is anything they can do as educators to make a difference in the long run in the course of the events of the world. Here, I suggest, is a perfect opportunity for all of us to make a difference."

P.B.

Sounds of Silence: The Academy and the Nuclear Question

by Robert C. Williams
Professor of History and Dean of University College
Washington University in St. Louis

Since 1945 the nuclear question has agitated primarily the expert few, with occasional moments of public concern, such as the movement against nuclear testing in the 1950s. Yet that question has often gone unasked by the academic community, much as we as citizens go about our daily existence with images of a nuclear fireball and death by radiation buried deep in the recesses of our subconscious. Only in the years since 1980 have questions related to nuclear war and arms control been raised again by another generation. Why the traditional silence? Why the new concern?

Since Hiroshima, man's Faustian bargain with the atom has been all too

apparent. We have attained a virtually unlimited source of energy whose only conceivable utility lies in the ecocidal or genocidal destruction of civilian populations or in the risky and expensive production of new sources of electrical power. After World War II, strategists quickly realized that the real purpose of nuclear and thermonuclear weapons was no longer to win wars but to deter them. As the dream of disarmament gave way to the pragmatism of arms control, the nuclear superpowers were able to develop weapons systems of multiple overkill. They were both potential architects of global destruction and apparent guarantors of peace by mutual intimidation. Such is the paradox of the nuclear age, a paradox that the public and the Academy were slow to grasp.

In the 1960s and 1970s the Soviet Union and the United States engaged in a massive arms race which resulted in a kind of strategic parity. A mutual balance of terror emerged at the very time that American public opinion focused on other equally major issues, notably the Vietnam War and nuclear power. Yet in 1979 the tacit balance of nuclear retaliation by invulnerable second-strike capability gave way to a mutual perception by both superpowers that each side was not equal to, but behind, the other. The withdrawal of the SALT II treaty from the Senate by President Carter, the Soviet invasion of Afghanistan, and the still unpublished top-secret Presidential Directive 59, which spoke of surviving and winning a nuclear war, all generated a new sense of public alarm. This sense was most acute in Europe, where NATO ministers voted to introduce into the European theater some 550 Cruise and Pershing II missiles that would threaten the Soviet Union and be so dispersed as to frustrate any future attempt to reduce tactical nuclear forces in Europe. Fear of becoming a nuclear battlefield was exacerbated by Reagan administration rhetoric suggesting that a nuclear war was winnable and survivable, a view not seriously entertained even in earlier years when the technology of destruction was much less sophisticated or widespread.

The consequent worldwide movement for a nuclear freeze did not originate inside the Academy. On the contrary, concerned clergy and physicians were the leaders in a symbolic protest movement that injected moral and scientific arguments into the political and military arenas. They stressed not the rational numerology of the strategic balance, but the age-old values of the humanities, notably the right to life and the importance of the individual in the face of death by radiation in war. They focused popular frustration with nuclear apocalypse onto the simple notion of a freeze in the testing and deployment of all strategic weapons.

None of this was new. In the 1950s a worldwide revulsion with nuclear testing had produced talk of a weapons freeze, a bomber bonfire, zonal disarmament, and, finally, the test ban and the hotline. Yet the experience and values of one generation raised in the 1950s were not transmitted to another generation raised in the age of parity, overkill, and 50,000 nuclear warheads. Deterrence required a new rationalization. Mutual assured destruction is not, at first sight, an obvious or acceptable solution to the world's problems. Thus a new generation "born nuclear," after two decades of relatively silent accommodation to a nuclear world, began to express old questions in new ways: How much is enough? What is minimal deterrence? Can proliferation occur without war? How long can deterrence work?

Since the late 1950s arms control experts had spent years in elaborate studies of these questions, thus relegating them to the government documents sections of many libraries. The nuclear question became part of many courses on college campuses, but the focus of few, from avoidance, ignorance, or lack of information. Now our colleges and universities are confronted with a single overwhelming topic beside which all others are insignificant: global nuclear holocaust and collective ecocide. Jonathan Schell's vision in *The Fate of the Earth* compels us, not because it exceeds the *Revelation of St. John* or *On the Beach* in apocalyptic power, but because it articulates again a suppressed fear of nuclear annihilation.

The question of war and peace in the nuclear age is thus not a technical problem susceptible to technical solutions, but a philosophical, moral, and even religious problem. It is the riddle of death writ large, not individual death, but collective death of the species. If the breadth and interdisciplinary claims of college curricula have any meaning, it will be in their ability to deal with the single greatest issue of our times with rationality, sensitivity, and wisdom. Yet secrecy, the enemy of academic freedom, inhibited serious discussion of nuclear matters, at least until in 1966 the Freedom of Information Act forced disclosures of new historical evidence and public opinion demanded open discussion of military questions. Now we have no such excuse, as the newspapers daily provide us with endless data on the strategic balance, missile capabilities, warheads, and submarine launchings. We clearly know enough to teach what we know.

The sounds of silence in the Academy on the nuclear issue have many sources. Universities have been deeply involved in the design and production of nuclear weapons since the days of the Manhattan Project. Teaching about those issues often entails the discussion of highly technical issues. Much of the data connected with nuclear weapons is restricted and inappropriate for the world of academic freedom and the open mind. The topic is inherently interdisciplinary, and demands the cooperation of specialists in history, law, physics, economics, political science, social psychology, and national security studies. Finally the Academy often shares the basic psychological avoidance of "thinking about the unthinkable" that characterizes society at large. All of these factors help explain the decades of silence on issues of nuclear war and peace in the Academy.

As an illustration of complexity, take the MX missile system. Should or should not the United States deploy a "dense pack" of 100 missiles in Wyoming so that incoming Soviet missiles will destroy each other in a completely hypothetical process known as "fratricide"? This question involves physics (the theory of fratricide), economics (a price tag of $26 billion), politics (presidential initiative, congressional approval or disapproval, and Soviet response), psychology (Soviet perceptions of American first-strike intent), law (consistency with SALT II), and military science (the stability or instability of MX for the arms control process, the potential for Soviet launch-on-warning response). Ethical judgments of right and wrong on MX cannot be made intelligently without some

knowledge of a complex world, and it is precisely the acquisition and dissemination of knowledge that constitutes the proper function of the Academy.

An appropriate response of the Academy to the recent debate over nuclear war is therefore the pursuit of research and teaching on nuclear issues that will determine prospects for war and peace in our time. There is no lack of rhetorical fervor and moral judgment on both sides of the nuclear issue; what is often missing is informed analysis that is comprehensible beyond the arcane world of arms control specialists. Since 1945 the Academy has had an ambivalent relationship to nuclear weapons. It is time that we thought harder about the implications of that relationship and played a leadership role in the management of the weapons of destruction our own scientists helped create. The occasional dispatch of specialists to Washington and the national laboratories must be matched by curricular reform that will bring the technology of nuclear weapons into the liberal arts as a central concern.

Such reform must bring into the same classroom those faculty members normally closeted in the separate rooms labelled humanities, social science, and science. No single academic discipline can hope to master the intricacies of the nuclear issue, where science and technology intersect with policy, values, and history. Coordinated properly and sustained by concerned intellect, courses on nuclear issues can help us free ourselves from the interests of industry and the secrecy of government to facilitate ongoing public discussion of the greatest issue of our time.

At Washington University the Department of History has offered a course on nuclear energy that reflects the chronological, evidential, and analytic proclivities of the discipline. Searching for a solid documentary history of nuclear weapons and reactors, we found none, and were compelled to create our own. Assailed by concerned students (100 in fall 1981 and 75 in Fall 1982), we utilized a lecture format, with occasional discussions, but imported experts from a variety of other disciplines: law, political science, physics, engineering, computer science, and chemistry. Outside speakers represented the U.S. Army, a major utility, and the nuclear freeze campaign.

At other universities, the new concern has produced a variety of courses whose nature is largely determined by the lead discipline or department. What is important is that they catalyze existing resources on campus into a collective enterprise, and that they place the major emphasis on scholarship and teaching; rhetoric is in abundance on this issue as it stands. The Academy, it seems to me, will contribute most if it deals with the nuclear question with all the rigor it brings to other subjects, and places it in the forefront of a curriculum.

Recent government pressures to extend the limits of secrecy, classification of information, and security in areas related to nuclear weapons (and cryptography) will make the task of the Academy more difficult. Yet the need for informed research and teaching about nuclear war issues has never been greater. Unlike the H-bomb debate within a closed circle of government and military officials in 1949–1951, the present debate over nuclear strategy and arms control extends to a broad public throughout the world. The Academy can help ensure that the debate remains open and public, as well as informed, by setting the example of rational and intelligent consideration of the nuclear question. Without that example we face the loss of academic freedom, either to pressures of national security and secrecy or to a nuclear war that will make the Academy itself irrelevant to sheer survival.

© 1983 by Robert C. Williams

Dr. Williams teaches a course on Nuclear Energy and Contemporary History at Washington University and is the co-author of Crisis Contained: The Department of Energy at Three Mile Island *(1982) and numerous books and articles on Russian and Soviet history.*

Syracuse University

Nonviolent Conflict and Change

In May 1970 Syracuse University students protesting the U.S. government's escalation of the Vietnam War took over the administration building and issued a list of 19 demands. Among these was the establishment of a program in nonviolence. Nearly 13 years later, the Program in Nonviolent Conflict and Change (PNCC) has shed its controversial beginnings to become an established degree-granting program in the Maxwell School of Citizenship and Public Affairs, the university's social science division. Courses such as Computer-Automated Disruption and The Pursuit of Happiness were quickly replaced by Nonviolent Change in America and Introduction to the Intellectual History of Nonviolence.

Neil Katz, director of PNCC since fall 1972, has arranged activities around three major focuses: nonviolent struggle in social protest movements, conflict resolution and management, and disarmament and arms control. The former two reflect Katz's personal research and interests, while the third focus has recently been developed by new instructors in political science. Major activities include teaching, thus exposing students to a field of inquiry not found elsewhere at the university; conducting research in peace studies; and offering training in nonviolent methods as alternatives to violence.

PNCC Courses

As with the Maxwell School's other interdisciplinary programs, PNCC courses appear under the rubric of public affairs. Six courses comprise the core of the program: Nonviolent Action and Social Change, Nonviolent Change in America, Nonviolent Action: What It Is and How It Works, Nonviolent Conflict Intervention, Selected Topics in International Peace, and Senior Research Seminar.

Katz, an associate professor of public affairs, and students pursuing research in nonviolent change as part of the Maxwell School's interdisciplinary doctoral program in the social sciences, teach the core courses. Faculty members representing the disciplines of political science, sociology, history, and public affairs teach related courses and serve on an advisory committee.

"Peace studies is a new field of inquiry which requires specially trained instructors," says Katz. "It is not just an amalgam of existing courses – new interconnecting, interdisciplinary courses must be developed."

Katz cites Nonviolent Change in America and Nonviolent Action and Social Change as the two most popular core courses. The former examines the philosophy and strategy of nonviolent change from the formation of the early peace churches to the civil rights and women's movements and nuclear arms protests. Nonviolent Action and Social Change focuses on the issues and strategies in the feminist and disarmament movements.

Other core courses employ a more experiential approach to their examination of alternatives to violence. For example, Nonviolent Conflict Intervention provides training in the skills of "third party intervention." Through role playing and simulations, students practice the communication, decision making and problem solving skills necessary for resolving disputes. This experiential approach is also found in PNCC's Annual Institute on Alternatives to Violence. Offered each summer for the past nine years, the institute attracts faculty members from other colleges and universities and graduate students in nursing, public administration, and social work.

Katz encourages PNCC majors to participate in internships in the Syracuse community and to further refine their skills in conflict management, negotiation, and mediation. Undergraduates have worked with the Syracuse Peace Council, the oldest community peace organization in the country; the Upper New York State American Friends Service Committee; and the Rape Crisis Center. Katz is especially proud of both the students and faculty members' participation in Resolve: Center for Dispute Settlement, an organization which mediates noncriminal disputes among neighbors and families and attempts to find "win-win" solutions so that groups can continue to coexist together. "Internships help students better assess peace career possibilities, test classroom learning, and provide a service to the community," says Katz.

Students pursuing majors in nonviolent conflict and change must complete the six core courses and five courses drawn from related fields. Additional courses include Advocacy and Organizing, which explores the processes of community organizing, and America in the Sixties, which examines the history of the Vietnam War, antiwar protests, civil rights protests, and the birth of the feminist movement. Twelve students are currently earning majors in nonviolent conflict and change, while an additional twelve students list the program as their minor, according to Katz. He says an additional 400 to 500 students enroll in PNCC courses each year.

PNCC extends its teaching function through the sponsorship of film and lecture series. It co-sponsors many of these with the Syracuse Peace Council and the American Friends Service Committee.

In the area of research, PNCC's second major activity, doctoral students and instructors are examining such topics as Harriet Tubman and the Underground Railroad and draft resistance in northern Minnesota during World War II. In addition, the Syracuse University Center for Research on Aggression is associated with PNCC. The center's goals, according to a brochure, are "to stimulate, conduct, and disseminate applied research on the multiple causes of aggression, its control and reduction, and the development of positive, prosocial alternatives to such antisocial behavior."

PNCC's third major activity is conducting training in nonviolent methods as alternatives to violence. Katz has conducted conflict management workshops for the Bristol-Myers Corporation, the Niagara Mohawk Corporation, and the Syracuse University personnel services.

Katz believes PNCC's service and academic activities have enabled it to escape being labeled as a fad. "We established an academic base for the program by uncovering the hidden history of nonviolence, which is much like the hidden history of women and blacks. We concentrated on how social protest groups become members of policy- and decision-making bodies without violence."

Katz advises administrators interested in building peace studies programs to choose certain areas in which to become academically respected. As a program gains competence in one area, it can expand to others, he says. He also encourages academicians to join such organizations as the Consortium on Peace Research, Education, and Development (COPRED), which provides both information and support.

"Peace studies is like computers – it is the only other new growth field," says Katz. "It utilizes faculty in exciting and innovative ways and attracts and keeps students. It also provides psychological rewards; students are appreciative, they have only been exposed to military conflict and are interested in learning that nonviolence can be an effective means of struggle.

"Whenever I get discouraged, I think about the more than 5,000 students that PNCC has exposed to a body of knowledge and techniques that they would otherwise have missed. We hope we have increased their chance for peace in their interpersonal lives and all the way up to the international level." *P.B.*

For more information, contact: Neil Katz, Director, Program in Nonviolent Conflict and Change, Syracuse University, 249 Physics Building, Syracuse, NY 13210. 315/423-3870.

Goshen College

Mennonites and Peace Education

Peace education at Goshen College, a Mennonite school, was first pioneered by two faculty members in the 1930s. In 1972 the college established a formal program, including courses, field experience, and extracurricular activities, in response to the church and student's concern for "a particular type of program to help deal with issues that were coming up," says Don Blosser, interim director of peace studies. "We felt in the Vietnam era that we did not have people equipped to handle some of the issues in public discussion and international affairs." The college administrators and faculty members expanded the program in 1978, in keeping with the church's own increase in peace activities.

"The major focus of the peace studies program is to assist and encourage other departments to find ways to include peace content in their own materials," Blosser says. Nearly all disciplines can offer a perspective on the problems and causes of violence and conflict, and peace studies should

not be separated from the rest of the college life, according to Blosser.

To help integrate peace studies in all courses, Blosser channels materials related to peace studies and their discipline to the different departments, such as sending information on the technology of nuclear weapons to the science department. The peace studies program also sets up faculty seminars. For example, a graduate student from Notre Dame University will be speaking on the economics of nuclear weapons and an English professor will be giving a seminar on how nuclear issues are portrayed in the press.

The peace studies program is also arranged so that students are forced to combine peace studies with another discipline; students must either minor in peace studies or major in another subject along with peace studies. Faculty members believe that being grounded in an established discipline will help students in their vocation and will make their degree more acceptable to a larger segment of society, according to the program brochure.

Students earning minors or co-majors in peace studies must complete 24 hours of coursework in their other major, and six to eight hours in required peace studies courses and nine hours of related courses. The required courses include War, Peace and Nonresistance, which is an introduction to the theory and practice of Christian pacifism. Students examine Biblical materials dealing with the questions of war and peace, the church responses, particularly Mennonites, to issues of war and the appropriate responses; and develop skills in communicating with people of different backgrounds. Readings include *War, Four Christian Views*, edited by Clouse; *Politics of Love*, by Ferguson; and *A Matter of Faith*, by Wallis.

Violence/Nonviolence is a required interdisciplinary course focusing on the nature, causes, scope and pathology of present day violence and alternatives to violence. Each student reports on an individual, such as Ghandi, Che Guevera, Henry Kissinger or Freud, and a book, such as Cleaver's *Soul on Ice* or Morris' *The Naked Ape*. The course studies violence from a variety of disciplines: biology, psychology, anthropology, political science and religion.

Related courses that majors may choose from include Twentieth Century Fiction, U.S. History, International Politics, and Sociology of Minority Relations. In "related courses" the professor emphasizes peace issues and the peace co-major pursues a special peace or conflict topic. During the spring semester students enroll in only one course at a time, changing courses every three and a half weeks. Peace studies courses offered for the three and half week terms include Victim Reconciliation and The Psychology of Violence.

Students choosing to either co-major or minor in peace studies must also devote 50 to 60 hours to a senior project. If the student's other major has a required senior seminar of field experience, the student must relate it to peace studies. The peace studies coordinator and major disciplinary faculty members design field experiences or a seminar that qualifies for advanced study credit. In 1982 seniors worked at an alternative justice program now being run by a Goshen College graduate, in which the offender and the victim are helped to work out a resolution together without having to go into courts. Students have also worked in local church peace groups, producing papers and helping with conferences, Blosser says.

The Goshen peace studies faculty and students are proposing that two days in March 1983 be devoted to discussing and studying the impact of nuclear weapons in classes, special seminars and chapel. The objectives are to increase campus wide awareness and to provide a common ground for community and college discussion of nuclear weapons and the foundation for continuing education and action, the proposal states.

Possibilities for Growth

"We get a lot of support and affirmation from the administration, and a lot of cooperation. We are in the process now of a half million dollar peace education endowment drive so we can be more self-supporting and support a full time peace studies coordinator," Blosser says. Presently one faculty member directs the program, which the administration considers equivalent to teaching one three-hour course. Blosser would like to see the college's peace studies program in Ireland revived. Students interested in peace studies would spend a 14-week term in Ireland "as an attempt to become acquainted with language, culture, religion, and ways the government operates. Ireland is a place where there's a good bit of tension – students at the center would question how do you perceive tension and what are the possibilities for resolving it," Blosser says.

Blosser says the program has done very well and gained respect in the denomination, although there has been a drop in enrollment to five or six students majoring in peace studies. The drop is due to the economy and concern for employment; students ask "how do you earn money doing peace things?" Blosser says. He has problems with the response of some members of the church and college. "Some people in the college community do not take it seriously enough, (and) a conservative section of the Mennonite church is concerned that when you get involved in peace studies you are getting into politics. We are continually having to defend our own existence with some groups." *T.A.*

For more information, contact: Don Blosser, Interim Director of Peace Studies and Assistant Professor of Bible, Goshen College, Goshen, IN 46526. 219/533-3161.

The Ohio State University

National Security Focus

Aided by an endowment from Ralph D. Mershon, alumnus, engineer, and Army Reserve officer, Ohio State University (OSU) faculty members have been studying national security issues since 1954. Originally overseen by a committee which awarded research funds, faculty members' activities are now housed under the auspices of the Mershon Center, established in 1966.

The center, whose mission has been expanded to include issues of public policy in addition to national security,

consists of five programs of teaching, research, and public service: international security and military affairs, world relations, citizenship development and global education, leadership development, and public policy. The terms of the endowment require that OSU spend at least half of the endowment's income on projects related to national security.

"We define national security problems as external threats which apply more or less equally to the entire American population or the disruption of world order," says Allan R. Millett, director of the Mershon Center's Program in International Security and Military Affairs and professor of history. Millett notes that such problems can range from east-west relations to the scarcity of raw materials – "things that might bear conflictual fruit," he says.

Millett emphasizes that OSU does not have a peace studies program. "This is a conscious choice," he says, "since we believe that the normal philosophical and emotional assumptions expressed in the term are too confining in examining the issue of real or potential conflict." This choice has not affected the center's status as a forum for the free exchange of ideas, according to Millett. "We do not test for ideological purity," says Millett, who cites the example of the nuclear freeze movement: "I think what everybody quickly finds out when we discuss the matter is that everybody wants to avoid nuclear war – we just disagree on how it can best be done."

Fifteen faculty members, representing such departments as political science, sociology, political psychology, and history, currently have contractual agreements with the center. Another 170 persons from OSU and other Ohio colleges and universities are associated with the center but do not receive any salary from it. Activities include teaching national security policy studies courses, researching in the areas of national security and public policy, and participating in the Ohio Arms Control Seminar, an organization for Ohio academicians interested in national security and peace research.

National Security Policy Studies

Center faculty members teach one lower-level course and several upper division/graduate courses in national security policy studies (NSPS). The lower level course introduces students to "the use of military power for the achievement of national objectives" and covers such topics as nuclear strategies, U.S. foreign policy objectives, and the evolution of U.S. and Soviet nuclear policies. The course attracts 20 students each quarter, many of whom use the course to fulfill a social science requirement.

Juniors, seniors, and graduate students can select from among seven NSPS courses each year; periodic offerings include Arms Control; Nuclear Policy and Diplomacy; War and Society: World War I; and U.S.-U.S.S.R. Relations in the Nuclear Era. Arms Control, for example, explores the relationship of global security to negotiated arms control while Nuclear Policy and Diplomacy employs case studies in its examination of the roles of scientists, engineers, military strategists, and political leaders in potential nuclear conflict. According to Millett, approximately 100 students enroll in these courses each year; courses draw students majoring in history, political science, sociology, journalism, and Soviet area studies.

Although the center does not offer a degree, undergraduates interested in national security can pursue this emphasis in OSU's international studies program. Graduate students can concentrate on international security issues in the military history program.

Faculty members keep abreast of current developments in national security and arms control through research and faculty development seminars. A recent issue of *Quarterly Report*, the center's newsletter, lists a variety of research projects in the center's five program areas, many of which received National Security Awards, grants for the preparation of manuscripts on ongoing research. Projects have examined energy and national security, cross-cultural methods of handling stress, and the affect of political leaders' personalities on foreign policy decisions.

Faculty members also explore recent literature on arms control and strategic affairs in weekly faculty seminars. Says Millett: "Through reading and discussion we test our ideas in a forum of peers. This enriches our teaching and allows us to comment intelligently on public affairs."

The center has expanded its outreach to faculty members through the Ohio Arms Control Seminar (OACS), created in 1975. Administered by Millett's program, OACS attempts to increase the level of expertise in arms control teaching and research among its members. Approximately 60 instructors from 20 public and private colleges and universities across the state meet for biannual conferences in Columbus and participate in additional educational activities throughout the year.

Millett is especially proud of two three-day OACS conferences which simulated the final phases of the SALT II (Strategic Arms Limitation Talks) treaty negotiations and the Senate Foreign Relations Committee hearings on the SALT II treaty. In the first simulation, for example, 32 faculty members prepared for the experience through extensive readings and participated as members of either the United States or Soviet Union negotiating teams in the formulation of an arms limitation treaty. Millett rates the simulations as both novel and highly educational.

Millett encourages persons interested in national security issues to begin studying the topic as soon as possible. He estimates that it takes two years of reading and teaching for a person with general interest and knowledge in foreign affairs to acquire a thorough understanding of the issues. Familiarity with physics, nuclear weapons, engineering, international relations, and a little bit of psychology are useful in the study of national security issues, according to Millett. He also recommends *International Arms Control: Issues and Agreements* (edited in 1976 by John Barton and Lawrence Weiler for Stanford University Press), a book used in center courses, as appropriate background reading.

Says Millett: "Unless we succeed in blowing ourselves up, this field is going to be around for a long time. It is not faddish – the problems are persistent." *P.B.*

For more information, contact: Allan R. Millett, Director, Program in International Security and Military Affairs, Mershon Center, 1712 Neil Avenue, Columbus, OH 43210. 614/422-9701.

Juniata College

War as a Human Problem

Students and instructors in the nine-year-old Peace and Conflict Studies (PACS) program at Juniata College approach war as a human problem analagous to ignorance or pollution, according to M. Andrew Murray, director of the program. "We view war as neither a sin nor as a natural inevitability, but rather as a problem that is open to study and has advantages to being solved," says Murray, who is also campus minister and assistant professor of religion.

This perspective is reflected in PACS' focus. "We direct our energies to the problem of war," says Murray, "and assume that there is no area of study that is irrelevant." Murray describes PACS as applied liberal arts – "meaning that we try to see what each discipline can contribute toward an understanding of war."

PACS courses are drawn from the departments of language, history, geology, biology, sociology, religion, and political science. An interdisciplinary committee of administrators, instructors, and students coordinates PACS' budget, programs, and policies. Murray notes that PACS is unique on campus in involving students, who are appointed by the dean, in this level of decision making.

The college's general instructional budget covers physical facility expenses and release time for administration and teaching. An endowment established by John C. Baker, a graduate and former trustee of the college, and his wife funds all programming expenses, including instructional materials, field trips, and library purchases. According to Murray, it was the Bakers' endowment that allowed Juniata to make a formal academic commitment in 1974 to peace – a traditional tenet of the Church of the Brethren, founders of the 107-year-old college.

Programs of Emphasis

In 1978 the PACS committee decided that the program was ready to offer programs of emphasis (POE). Comparable to majors at other colleges, POEs are more flexible in that they allow students to design individual courses of study that are commensurate with their goals and the college's resources, says Murray. POEs consist of 15 courses, often drawn from several departments, which help students reach their formally-approved goals. Ten students have completed POEs in PACS, and five students are currently pursuing this emphasis. Students also combine peace studies with other fields, and approximately 200 students enroll in PACS courses each year.

Students interested in making peace studies an important facet of their college experience enroll in Introduction to Peace and Conflict Studies, a non-departmental course. Murray describes it as a rigorous course which is not intended for students who are merely interested in learning a little about peace. Says Murray, "The course shows what questions about war are appropriate to the various disciplines and what methodologies are used to address those questions." Topics include the meaning of peace and conflict, biological and anthropological roots of aggression, and theories of peace and nonviolence.

Instructors supplement the introductory course with special learning experiences, including a simulation game and field trip. In the week-long simulation, based on current events, students attempt to solve a problem without letting the situation deteriorate into war. Events in the Middle East are the most commonly used bases, according to Murray. Instructors divide the class into six nations, which must prepare statements of self-interest and retain these self-interests while negotiating a peace settlement. The nation whose self-interests are best reflected in the final treaty wins the game. Murray says the game can often become quite complicated as nations go to war to keep other nations from winning.

The conflicts generated in the simulation are further explored in the class field trip to Washington, D.C. "The trip shows peacemaking in action from several points of view," says Murray. They visit the Center for Defense Information, a nonprofit research group, and attend a briefing by a Pentagon official. The group also visits embassies and lobbying organizations to observe various approaches to peacemaking.

Another nondepartmental course is the Peace and International Studies internship. Interns spend one term in Washington, D.C., under the auspices of the Washington Center for Learning Alternatives, working for such organizations as the Committee on East-West Accord and the National Interreligious Service Board for Conscientious Objectors. These experiences not only help students translate classroom theory into practice, but also show them that "an organization which has peacemaking as its major goal may have a lot of internal strife," says Murray.

A course popular among all students is War and Conscience in America. Cosponsored by the departments of history and religion, the course traces how Americans have responded to the idea of war from colonial times to Vietnam. Other PACS courses include the geology course Mineral Economics, Politics and Law, which explores the impact of resource distribution on international relations, and the religion course Religion, Rebellion, and Pacifism, which asks whether religion is a peaceful or revolutionary force in society.

In reflecting on what type of person is best suited to teach peace studies, Murray disagrees with Danish researcher Johan Galtung's pronouncement that the ideal instructor is "a generalist, young, not possessing too much power, tolerant, and trained in a relatively new discipline." Murray believes it is more important that the person be a good teacher who is willing to approach war as a human problem to which he or she can apply his or her own discipline. "It is is not even necessary to *believe* that war is a problem," says Murray, who adds, "Good teachers come in all shapes, sizes and attitudes. Some are totalitarian and confrontive, others are extremely democratic."

In addition to the PACS courses, Juniata students can participate in extracurricular activities planned by the PACS committee. These include guest lectures, movies, field trips, and regularly scheduled luncheon forums on issues of critical concern. Each activity is open to students, faculty and staff members, and townspeople.

The PACS committee also sponsors peacemaking activities, including letter writing, draft counseling, and demonstrating against nuclear arms. Murray emphasizes that PACS' basic priority is education and not political

terested faculty up to date on office news and a clipping service. They circulate clips on security and disarmament issues from a variety of agency bulletins and publications, and the Defense Department's own clipping service. (ACDIS provides the Defense Department with research papers in exchange for clips.) Small travel grants, support for graduate students, and research assistants for professors are occasionally provided by ACDIS for members, but the average grant is only $200, Kolodziej says. ACDIS recently won a Ford Foundation grant to begin a two-year program sponsoring graduate students and postdoctoral scholars from South Asia to study international relations, with a specialization in security studies, at the university.

The office's only significant problem now is financial; fund raising takes up too much time and nervous energy, Kolodziej says. "But the program has been very successful despite doing it out of our back pockets," Kolodziej says. Their present five-year plan is to evolve a systematic set of courses, organize a research program, and generally better coordinate their activities. A $100,000 unrestricted grant would enable them to do this and have significant impact on international politics, Kolodziej says.

To others interested in international security studies Kolodziej recommends taking out a subscription to the publications of the International Institute for Strategic Studies in London: *Military Balance*, *Strategy Review*, and *Survival*, which deals with contemporary issues. For administrators and professors interested in developing a program such as ACDIS, Kolodziej suggests a modest beginning: use, reorient, and develop existing resources; offer a course; and work in fields of general, widely-felt interest. *T.A.*

For more information, contact: Edward Kolodziej, Professor of Political Science and Co-Director of ACDIS, University of Illinois at Urbana-Champaign, Office of Arms Control, Disarmament and International Security, 361 Lincoln Hall, 702 South Wright Street, Urbana, IL 61801. 217/333-7086 or 3880.

Earlham College

In the Quaker Tradition

The Peace and Global Studies Program (PAGS) at Earlham College stems from its Quaker heritage and tradition of teaching about international concerns and social activism, says George Lopez, associate professor of political science. The college began the interdepartmental program in 1974 with "a curriculum-wide focus on issues of conflict, its causes, its relation to justice, and alternative methods of eliminating conflict," Lopez says.

Students participate in PAGS from a variety of angles: taking courses to fulfill the college's distribution requirements or requirements of their majors, or designing a PAGS major or co-major. Students interested in peace studies, but majoring in another field, may opt to receive the PAGS certificate. This involves enrolling in the program's four core courses, 75 hours of human relations laboratories, and an internship. Requirements for a co-major and major are similar to the requirements for a certificate, with the addition of a PAGS senior seminar, and at least three upper division PAGS courses. Majors have three faculty members who oversee their work.

The human relations laboratories help students develop their skills at conflict resolution, interpersonal peace, values clarification and non-violent direct action. In their internships students must observe or participate in a conflict situation, such as the debates in legislatures or overt conflicts, such as in a ghetto, the internship brochure states. Students prepare academically for their internship, pursue an academic project during the experience and, afterwards, give a report to the Earlham community. Interns have worked, for example, with the North American Congress on Latin America, the Institute for Policy Studies, and groups in Northern Ireland and Jerusalem.

There are four core courses of the program, and they can be used to fulfill college distribution requirements. Culture and Conflict (anthropology) examines how other cultures view and deal with dispute settlements. Political Violence and World Order (political science) focuses on the global dimensions of terrorism, world food supply and distribution, and arms and security. Political Economy of Global Relations (economics) helps students begin to understand the relationships between industrialized and developing countries. In Food Ethics and Policy students discuss world hunger from a philosophical view, moral obligation, and philosophies of nonviolence. Examples of upper division courses are Religious Responses to War and Violence, American Foreign Policy, Applied Anthropology, and International Law. In Conflict Resolution, which Lopez says is the only combined theory/skill conflict resolution course offered in the country, upper and lower division students discuss differences between conflict management, regulation and resolution and their use in, for example, marriage difficulties, jail riots, labor disputes, and international law. "PAGS courses are from different departments and ask 'what does this disciplinary perspective contribute to the problem of conflict and resolution?' We never offered an 'introduction to peace studies,'" Lopez says.

A unique feature of PAGS, Lopez says, is the professors' use of non-English texts in the classroom, which they translate for the students. "I want to show them what the Latin American writer says about this particular problem that we came to grips with from an American textbook. If you are really going to study conflict and global affairs you better be able to read the authors from different countries in their own language and visit and live among them." There are no extra language requirements for the PAGS major because of the college's already extensive language requirement, Lopez says.

The program's strength comes from being incorporated into many departments and not having one director – "diffusion in curriculum and faculty," Lopez says. There is no peace studies department – "we never created a separate little empire," Lopez says. Two people who are specialists in the field oversee the program, but if they leave, the program will not fall apart; other PAGS course professors could take over, Lopez says.

The main problem facing PAGS now is "the cost of maintaining real growth," says Lopez. "We're starting to ask ourselves – why don't we have more in Russian studies, where's our Soviet security specialist? How are

activity. Thus, a letter writing session directed at elected officials might include discussion of a particular issue and PACS-donated pizza and postage, but would not include dictation of what stand should be taken in the letters.

Murray's own commitment to peace is personal and stems from his lifelong involvement with the Church of the Brethren. He sees PACS' goal as "finding ways both to delegitimize the institution of war and to uncover other social inventions that do what war does without the cost to society." As stated in the PACS brochure, the program can "help you create a practical vision of how you might work for a more peaceful world in the context of a variety of occupations." *P.B.*

For more information, contact M. Andrew Murray, Director of PACS, Juniata College, Huntingdon, PA 16652. 814/643-4310.

University of Illinois at Urbana-Champaign

A Home for International Security Scholars

To promote study and research of the military, political, economic, and social implications of the arms race and arms control efforts, faculty members at the University of Illinois at Urbana-Champaign in 1978 started The Office of Arms Control, Disarmament, and International Security (ACDIS). The office consists of a core group of 12 professors, six to eight graduate students, and visiting scholars. Approximately 140 professors on campus act as supporting members. The primary activities of the group are teaching, research, and collecting literature from other groups for the university library, says Edward Kolodziej, professor of political science and co-director of ACDIS.

Although faculty members participate in the program on a voluntary basis and their work constitutes an extra load, the same faculty members have continued to participate in the program. "We have become fixtures on the campus," says Kolodziej. The graduate students help with administration and contribute research. Their research topics have included Soviet Policy in South Asia, Chinese Military Politics, and U.S. Policy Towards India. Visiting scholars use the office and university library for research and give talks to interested students and faculty. Present scholars include a journalist from Afghanistan, a South African Fulbright scholar, and a Pakistani colonel.

The university's expertise in technology, science, and regional studies is reflected in ACDIS, but the particular topics ACDIS embraces are determined by the core faculty, Kolodziej says. The two main areas of interest are the effect of science and technology on military weapons development and regional security problems in Africa, Middle East, West Europe and South America. They are particularly concerned with nuclear and conventional weapons and the effects of civilian nuclear developments on military weapon development, Kolodziej says.

Courses

ACDIS does not have a degree program, thus undergraduates interested in arms and security issues must major in international studies. The three courses offered by different departments in the area of international security are very popular, with 50 to 80 students filling each class to capacity. Introduction to International Security and Arms Control seeks to enable students to think clearly and critically about nuclear war, the arms race and the proliferation of nuclear and conventional weapons. Part one of the course covers science, technology and weapons development. Part two examines nuclear weapons and international politics. In part three students discuss conventional and nuclear proliferation. The course ends with an examination of the prospects for arms control. Readings are in Burton and Weiler's *International Arms Control* and Sivard's *World Military and Social Expenditures*, among others.

The physics department offers The Bomb, an introductory course on the physics of nuclear power designed by a group of faculty in astronomy, nuclear engineering and physics. The professors divided the course into four parts: the facts about nuclear weapons, the nuclear arms race, proliferation and terrorism, and the future. Required texts include *Nuclear War: What's in It for You*, published by Pocket Books, and *The Final Epidemic: Physicians and Scientists on Nuclear War*, edited by Ruth Adams and Susan Cullen.

Students interested in advanced course work take National Security, which examines the role of military force in international relations, particularly nuclear weapons. The first half of the course introduces students to some elementary notions of the role of military force while helping the students learn how to analyze military strategy. The second half focuses on specific contemporary issues: the struggle between the superpowers, the SALT talks, security in Europe and the results of the increasing availability to all countries of military arms and technology. Texts include Morgan's *Deterrence*, Mendelsohn's *The Nuclear Revolution*, and *The Journal of Foreign Affairs*.

Approximately every two weeks ACDIS sponsors a lecture or seminar. Teach-ins on a popular issue such as the Middle East or nuclear proliferation are well attended by members of the community and the university and are usually given by local talent, such as a professor on campus, says Kolodziej. Lectures by visiting scholars are open to the general public. ACDIS also sponsors workshops and talks for specialists in the field of disarmament and for social scientists. Lectures have included the Psycho-Social Dynamics and the Prospects for Mankind, by a professor from the university's Institute of Communications Research; and SALT and the Senate, by a member of the Rand Corporation. ACDIS has held summer workshops, including an eight-week National Endowment for the Humanities-funded seminar on nuclear issues in 1981, and a 1982 state-of-the-art symposium on nuclear issues.

ACDIS does not have formal arrangements or programs with other colleges, but prides itself on its efforts to form a network of arms control groups and compile information and research papers from these organizations, says Kolodziej. They recently compiled a list of all the arms control research organizations in the United States and abroad and have requested research papers from them for the university library.

ACDIS also provides such member services as a news bulletin which keeps the program participants and in-

we going to meet the next fifteen years' worth of challenges in a credible way and still call ourselves a quality peace and global studies program?"

The Masters Program

At the Earlham School of Religion, which has a separate faculty from the Earlham College, but shares campus facilities, students can receive a Master of Arts degree or a Master of Ministry degree and focus on Peace and Justice Studies. The program was formally incorporated ten years ago into the Masters program because "a distinctive feature of Quakerism is its peace testimony and its concern for social justice," the catalog states. The program seeks to make students more aware of the social and political issues, particularly as they affect human needs, and to prepare students to integrate theological and political knowledge in their work, the catalog states.

Students who choose Peace and Justice Studies as their major do not have any established requirements, but discuss what courses they should take with Wilmer Cooper, coordinator of the program and professor of Quaker Studies. Particularly popular courses are Non-Violence in Biblical Traditions, Religious Responses to War and Peace, and War, Peace and Revolution, Cooper says. All majors have opted to take some courses in Peace and Global Studies at the college.

All 80 students in the School must satisfy core requirements, requirements of their degree program, and the requirements of their track or major. One of the core requirements is a Peace and Justice Studies course. Students generally choose the weekly colloquium, a three-term course meeting once a week for two hours. Instructors invite experts to speak on current issues ranging from local and state to national and global concerns. Topics have included What's Happening on the West Bank? Influencing Public Policy by Letter Writing, Peace Education for Children, Biblical Basis for Peace Making, and Hiroshima: Warning and Hope.

Two other seminaries in the area, Mennonite Seminary in Elkhart, Indiana, and Church of the Brethren Seminary in Chicago, offer peace studies and sponsor special activities with Earlham. One of the most successful activities is the four-day Washington, D.C. Seminar, offered every two years. Students visit the State Department, Pentagon, Senate and House hearings and lobby their senators and representatives, who they contact before the trip. There is an overall theme to each visit, such as the nuclear freeze, the economy, or poverty. The objective of the Washington Seminar is "to see how public policy is made in Washington and be exposed to the branches of government," says Cooper.

The approximately six master students who major in peace studies each have usually had broad experience in another country or have had direct experience with war. One of the main problems facing the program is the lack of jobs for students majoring in the field, Cooper says. "Though we do have a fairly good track record in getting students something close to what they want – most go on to teaching, or service work with the American Friends Service Committee – we could enroll more if there was a clear job placement." *T.A.*

For more information, contact: George Lopez, Associate Professor of Political Science, Peace and Global Studies Program. Wilmer Cooper, Professor of Quaker Studies and Coordinator of Peace and Justice Program, School of Religion. Earlham College, Richmond, IN 47374. 317/962-6561.

Additional Programs

Augsburg College

Promoting International Understanding – Students, the local community, and members of the American Lutheran Church (ALC) are gaining new insights on international concerns through programs sponsored by Augsburg College's Center for Global Service and Education. Established in January 1982, the center is bringing together programs already sponsored by the ALC college and is organizing new activities, according to Joel Mugge, center director and assistant professor of speech and communication. Activities include forums, conferences, seminars for church members, and study programs in Latin America.

Mugge describes the center's goal as "promoting international awareness and peace and justice education." He views the center's focus on international relations and Third World development as directly concerned with issues of peace and war. "Our emphasis is on international north-south dynamics rather than on east-west relations," says Mugge. "This is clearly a peace issue."

The center's north-south emphasis is apparent in the Latin America study programs for students and adults. Eighteen undergraduates from colleges across the country spend 15 weeks each spring at Augsburg's study center in Cuernavaca, Mexico. They study Spanish and Third World development and attend seminars on such topics as women in Latin America, the development of Chile, and the Mexican Revolution.

Based on the popularity of the student program, administrators developed similar travel activities for adults. The center sponsors two- and three-week trips to Nicaragua, Panama, Venezuela, Mexico, and Honduras; groups usually visit two or three countries. With a focus on social justice and change, the trips "expose participants to the reality of poverty and injustice in the Third World, examine the root causes of those conditions, and reflect on the role of the Church and the responsibility of Christians in working for social and political change," according to a program brochure. Travelers meet with political and religious leaders and visit villages and settlements. Mugge has organized trips for local congregations, ALC administrators, and other regional and national groups.

Campus-based activities include the weekly noontime forums, which attract approximately 70 to 100 people. Topics range from the Falklands War and human rights in Guatemala to world hunger and U.S. military spending and apartheid in South Africa. Additional activities include conferences, such as the fall 1982 program titled Christianity & Marxism – Nicaragua: A Case Study, and six-week seminars on global issues for clergy and church members.

Mugge's next goal is to integrate these programs directly into the curriculum. He would like the center to become a resource for existing courses and area study programs. The center's advisory board, made up of Augsburg instructors, community members, and ALC representatives, has discussed plans for freshman and senior seminars on global topics. Funded during its first year by the ALC, the center must now look for other

sources of support.

Mugge is pleased with the center's first year. "Our programs have an impact on the community," he says. "In the travel programs, for example, we do not focus on language and culture but rather critically analyze United States foreign policies."

P.B.

For more information, contact: Joel Mugge, Director, Center for Global Service and Education, Augsburg College, 731 21st Ave. S., Minneapolis, MN 55454. 612/330-1159.

Berkshire Community College

Sharing Peace Studies with the Community – Peace and World Order Studies at Berkshire Community College, begun in 1982, is designed to make students more aware and less powerless in confrontation with global issues, such as the political process and the military, says Donald Lathrop, professor of philosophy and coordinator of peace and world order studies. He designed the concentration for students who will go on to four-year programs and combine their peace studies with another field, and for students staying in the community. Administrators believe the program furthers the college's goals of meeting the community's needs and interests, because of the urgency and timeliness of the peace issues, Lathrop says.

In 1982 six students participated in the program, which involves declaring peace studies as a concentration within the selected studies major, a general studies degree program, Lathrop says. Lathrop designed the concentration after polling administrators at four-year colleges on their transfer requirements. Concentration requirements include twelve credits in peace studies, six in composition, three each in literature and speech, nine in social science, and eleven in mathematics or science.

Students earning concentrations must complete the four peace studies courses currently offered. Peace, World Order and War contrasts United States and Soviet military preparedness, examines the military industrial complex, and compares strategies for promoting a more equitable world order. Lathrop, who teaches three of the four peace studies courses, requires students to become activists while in the course. They must participate in a peace-related activity, such as a community project, and write letters to government representatives or the local newspapers.

Models for Human Community discusses the potential for political, economic and social justice in various types of communities. The course encourages students to learn more about themselves as members of a community and utilizes role-playing and audio visual materials in the classroom. Literature of Peace and War, which is taught by a literature professor, examines the portrayal in literature of quests for peace and uses of force. Students read from works by Shakespeare, Homer, D.H. Lawrence, Freud, Whitman, Melville and Conrad, among others.

In the final semester students complete an independent study called The Peace and World Order Practicum. Students must demonstrate an advanced competence in an area of peace and world order studies, says Lathrop. Student projects this year include organizing a conference at the college on working for peace, starting a chapter of Educators for Social Responsibility, preparing a research paper on violence, and studying how the local community's economy is affected by weapons production.

All students, staff, and interested community members may join the Global Issues Resource Organization and attend conferences, meet with Soviet students, circulate petitions in the community on peace issues, maintain a library, and participate in community peace activities. They also attend United Nations Conferences as non-government organization representatives. "A group like this adds a lot to a course – people can turn around and have something to do with their frustrations," Lathrop says. The students' community activism is part of the excitement of a community college peace studies program, Lathrop says. "The students can take what they've learned and go out and do things with it in the community," Lathrop says.

When developing a similar program Lathrop advises being clear on its importance to the college and the community and designing a sound academic approach to the topic, "Try not to be a blatant advocate and be willing to come back with several different approaches," Lathrop says. To convince the community, which represents the college's pool of candidates, Lathrop says "you have to do quite an advertising job to get people to understand what you're selling." To inform the community about the program and peace issues in general, Lathrop held a day-long conference in October 1982, with John Kenneth Galbraith as the featured speaker. Although the conference was well attended, Lathrop says it is still too early to assess the results. *T.A.*

For more information, contact: Donald Lathrop, Professor of Philosophy and Coordinator of Peace and World Order Studies, Berkshire Community College, West Street, Pittsfield, MA 01201. 413/499-4660.

Five College Project on Peace and Disarmament

Cooperative Activities – Believing that "institutions of higher education bear a special responsibility not only to stimulate discussion about the issues of peace and the dangers of nuclear war, but also to introduce the subject into the curriculum," five Massachusetts colleges are working together to develop an institutional response to this philosophy, says Jim Cooney, coordinator of the Five College Project on Peace and Disarmament. Cooney notes that the colleges, Amherst, Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts, have a long history of cooperation. He lists an active faculty study group and the concern of several of the five college administrators as the impetus behind the current activities, formally begun in mid-1982.

Recent project activities include sponsorship of a film series and publication of a directory of courses, organizations, and events relating to peace and disarmament. Each of the colleges offers related courses; these range from the Smith College course The Economics of Defense to Mount Holyoke's Apocalypse in American Culture: The Threat of Nuclear War.

In addition, the project conducted a two-day faculty seminar in January 1983 to assess the status of current activities and to develop new directions. Representatives from each of the colleges heard lectures by experts in peace and nuclear education and attended panels on teaching about peace issues in the humanities, social sciences, and physical sciences. Lecturers included Everett Mendelsohn, professor of the history of science at Harvard University, and Dorothy Zinberg, seminars and special projects director for Harvard's Program for Science and International Affairs.

Mendelsohn challenged listeners to determine whether nuclear education is best taught through the curriculum or through other means. According to Mendelsohn, reports Cooney, the answer rests on whether or not a college is willing to sacrifice another part of the curriculum, since there is not enough time to teach all the traditional courses as well as those on nuclear concerns. Other discussions focused on the status of peace education in the five college area and the United States and the relationship between arms control and the current peace movement.

Cooney rates the seminar highly, although he says it demonstrated how much needs to be done. The 45 participants also discussed the proposed Five College Institute for the Study of Peace and War, which the project envisions as the focal point for such studies in the western New England area. The institute would establish a core of five faculty fellows from the colleges and host a visiting scholar each year, says Cooney. They would

teach an introductory course on peace and war and participate in an intensive faculty seminar on the scholar's area of expertise. Cooney anticipates the institute offering student internships and serving as a clearinghouse for various peace organizations.

Cooney emphasizes that the project does not view peace studies as a formal field and will not award major or minor degrees in peace studies. An assistant professor of political science, Cooney's own preference is the inclusion of peace and war issues in a number of courses; he views general education courses as ideal for this purpose. The project staff is seeking course development funds to encourage the introduction of peace issues in established courses.

In reviewing the project's goals, Cooney says, "We believe peace education may be a fad or it may be a function of the Reagan administration. The point is that the underlying issues are so important that it would be a mistake to let them disappear. As Dorothy Zinberg said, 'This is a historical moment that we must seize.'" *P.B.*

For more information, contact: Jim Cooney, Coordinator, Five College Project on Peace and Disarmament, Five Colleges Inc., Box 740, Amherst, MA 01004. 413/256-8316.

Hofstra University

War and Peace in a Nuclear Age – In response to student interest, an economist and a historian at Hofstra University offered a course on nuclear arms issues for the first time in fall 1982. Thirty-three sophomores, juniors, and seniors enrolled in the history course War and Peace in a Nuclear Age: Social and Historical Perspectives. The course's goal, according to Martin Melkonian, adjunct professor of economics, was to provide an interdisciplinary, balanced examination of super-power conflicts and arms and nuclear proliferation.

During summer 1982 Melkonian and Michael D'Innocenzo, professor of history, developed the course. They spent much of their time in extensive background reading and in scheduling the guest speakers who provided varying perspectives and insights on the course topics.

The semester began with a marathon reading of Jonathan Schell's *The Fate of the Earth*. For 12 hours students and instructors interspersed reading aloud with discussions, dinner, and musical interludes. The session helped everyone get to know each other, says Melkonian.

Such knowledge sometimes confused students as the instructors advocated a particular position in order to ensure a balanced presentation of each topic. Melkonian views this approach as essential to discussion of controversial issues. For example, in a debate on the United States' decision to bomb Hiroshima, faculty members took pro- and anti-bomb positions. During the semester the instructors invited speakers from within and without the university community to present their views. Discussions ranged from literary visions of the apocalypse and the Soviets' view of Americans to military spending and the role of superpowers in nuclear proliferation.

Faculty debates served as models for student projects. With the aid of the undergraduate teaching assistant, students conducted library research in preparation for debates on such topics as arms control, military spending, and nuclear proliferation. On Mondays, students debated their topics; this was followed each Wednesday by an expert's discussion of the same issues. Each week's debators led the questioning of the guests.

Melkonian describes one session as particularly enlightening. After a student debate on peace through strength, a colonel from the United States Military Mission to the United Nations addressed the class. According to Melkonian, students questioned the speaker quite sharply on his militaristic views, which resulted in his becoming brusque and indicating an unwillingness to consider any alternative viewpoints. These experiences helped develop students' skills in critical analysis, says Melkonian.

The undergraduates rated the course highly and appreciated gaining new insights on a topic of personal concern. Many have since participated in nuclear arms-related activities on campus. Melkonian says the course also forced him and his colleague to keep current on the issues. He also values the relationships he developed with instructors contributing to the course.

Melkonian and D'Innocenzo will offer the course in spring 1984; an honors version is tentatively planned for fall 1983. They are editing student essays prepared for the course and hope to locate funds for printing and distributing them on campus.

Melkonian believes nuclear arms is a critical issue that must be raised on college campuses, although he questions whether the average student could handle the reading and research demands of his course. "The whole nuclear question is important and has many ramifications," he says. "I would like to see it covered more." *P.B.*

For more information, contact: Martin Melkonian, Adjunct Professor of Economics, 516/560-5594. Michael D'Innocenzo, Professor of History, 516/560-5606. Hofstra University, Hempstead, NY 11550.

Manchester College

An Interdisciplinary Examination of Peace – In 1948 administrators at Manchester College, a liberal arts institution affiliated with the Church of the Brethren, established the first peace studies program in the country. Their decision followed a determination by a group of Brethren college presidents, that the time was right for such a program and that Manchester was the best place to begin, according to Allen Deeter, professor of philosophy and religion and former director of the program. Manchester's traditional interest in international concerns and the status of many instructors as conscientious objectors during World Wars I and II contributed to this decision, says Deeter, who is now administrator of overseas programs. "We wanted to see what an academic community could contribute to peacemaking and the study of war," he says.

Undergraduates can earn both majors and minors from the peace studies program, which is formally called the Peace Studies Institute and Program in Conflict Resolution. Approximately eight students complete degrees each year in a program that the college catalog describes as relating "the findings of political science, history, ethics, religion, sociology, psychology, economics and the philosophies underlying various civilizations to the major problems of order and justice in the twentieth century." Deeter lists an international perspective; religious, philosophical, and moral values; and a cultural orientation to nonwestern traditions as significant facets of the program.

Students both majoring and minoring in peace studies complete such courses as Current Issues in Peace and Justice, a humanities course which applies conflict theory to a changing list of topics including media analysis, foreign policy, and disarmament. Other required courses include Analysis of War and Peace, which examines both the causes and effects of war, and Religions and War, which covers traditional eastern and western religions, as well as such ideologies as communism and nationalism.

As an interdepartmental program, peace studies draws its courses and instructors from several departments. The program is administered by a director and an interterdisciplinary committee of students and faculty members. Deeter notes that the training gained by students appointed by the director to assist with the program is invaluable. The assistants, many of whom are peace studies majors, answer correspondence, arrange conferences, and edit the program's bulletin.

In addition to courses, the program also sponsors on-campus

activities through the Peace Studies Institute. Activities range from film series and concerts to the annual peace studies conference sponsored with Goshen and Earlham Colleges for instructors from area colleges and a conference on peacemaking conducted with a local congregation. Deeter emphasizes that political activism is not a part of the institute's activities, although most students and instructors in the program have a commitment to social and political action.

In reviewing the program's impact, Deeter is proudest of "the number of graduates with informed, educated concerns for peace who have gone into a variety of vocational niches around the country and the world." He lists their occupations as lawyers, doctors, nurses, public health professionals, peace studies instructors, and activists with various political and social organizations. Says Deeter: "Peace studies majors are very people- and helping-oriented." *P.B.*

For more information, contact: Kenneth Brown, Director of the Peace Studies Program, Manchester College, North Manchester, IN 46962. 219/982-2141.

University of Minnesota

Introduction to Nuclear War – Since fall 1980 University of Minnesota students have examined various perspectives on nuclear war in a sociology course created by a concerned graduate student. Doctoral candidate Eric Markusen, instructor of sociology, developed World Crises in the Nuclear Age: Introduction to Nuclear War, after recognizing the seriousness of the issues involved and discovering their absence from the curriculum.

"I began to realize that there was a missing link in the whole process of reforming policies and reducing the threat of nuclear war," says Markusen. "Unless our education communities paid attention to these issues we wouldn't have much of a chance to get the arms race under control."

Markusen's course attempts to show students both the pro-nuclear disarmament and pro-peace through strength viewpoints. He and co-instructor John Harris, instructor of political science and undergraduate advisor in international relations, try to achieve this balance through readings, films, and guest lecturers. Markusen admits they have a personal bias which they share with students. "We do not feel a nuclear war can be won or kept limited," he says. "We believe arms control is a more promising way of improving our security than simply building up and up and up."

The course covers such topics as nuclear weapons, causes and costs of nuclear war, and proposals for reducing the threat of nuclear war. Guest lecturers include a U.S. Marine Corps captain on the role of war in history and a classics professor on the economic and political costs of the arms race. With the aid of a 1982 Institute for World Order fellowship, Markusen and Harris also have integrated global perspectives into the course.

The instructors also present alternative viewpoints through assigned readings; a typical class period requires consideration of six articles and chapters. As a result of student comments, Markusen has reduced the amount of reading. Although students do not complete a research project, they must apply their readings to the take-home essay final on how to eliminate or reduce the threat of nuclear war.

Markusen is pleased with student response. Enrollment has increased from 17 students in fall 1980 to 50 students in winter 1982; an evening extension version attracted 30 adults. The university catalog lists Introduction to War as a lower-division sociology course; in the future it will appear as an upper-division course cross-listed with international relations. Markusen predicts this added visibility will increase enrollments.

"This is one topic that is relevant to people regardless of their majors," says Markusen. "It is in the news and people are concerned about it." The course draws students from a range of disciplines, with political science and engineering in the lead.

Markusen and Harris' future plans include advanced courses on nuclear war and a new track in international relations that will focus on war and peace, development, and energy.

Markusen's dream is to have "hundreds of students take the introductory course each quarter." For now, he is proud that the course is available every quarter, an unusual status for a special topics course. *P.B.*

For more information, contact: Eric Markusen, Instructor of Sociology, 1114 Social Sciences, 612/373-3683. John Harris, Instructor of Political Science, 1246 Social Sciences, University of Minnesota, Minneapolis, MN 55455. 612/373-2691.

St. Bonaventure University

Taking the Interdisciplinary Approach – When redefining the purpose and identity of the university in 1980, administrators and faculty members at St. Bonaventure University recognized the importance of promoting peace and justice, in keeping with their Catholic and Franciscan heritage. Thus in fall 1981, they established a peace studies program. Program goals are reflecting critically on peace and justice issues from the normally disparate perspectives of the social sciences and humanities and gaining "an understanding of the conditions and the causes of war and conflict and how to achieve more peaceful resolutions," says Kathleen Uhler, coordinator of the peace studies program.

Faculty members, staff, and students developing the program decided on an interdisciplinary approach after examining different peace studies programs and, most importantly, discussing an article which categorizes existing programs in the United States. The article, which appeared in the University of Akron's *International Peace Studies Newsletter* (spring 1977), described four approaches: integrative or world order, conflict regulation, nonviolent life style/values, and war/peace systems. "We decided that integrative was our best bet because of the people's backgrounds who were interested in the program," Uhler says.

The program offers one of four peace studies courses a semester. All are required by students minoring in peace studies, of which there are presently two. Uhler is responsible for assignments and examinations in all the courses, but one class a week is led by a guest speaker. Uhler uses the other class time for discussing the readings and the lecture. Once every five weeks they have an integrative seminar with all the professors who lectured in the preceding five weeks. The guest lecturers, professors from other departments, participate on a volunteer basis, Uhler says.

Requirements for a minor include four peace studies courses and three electives, chosen from among History of War, Geography of Food and Famine, Christianity and Society, and International Organizations. The peace studies course Problems of War and Peace "deals with problems that the individual and the institutions in society encounter when they are faced with controlling conflict, and the efforts they make to maintain peace and order," Uhler says. Discussion topics include, among others, individual stress management, violence in elementary and secondary schools, and military approaches to dealing with international conflict, Uhler says. Nonviolence and Conflict Resolution focuses on developing skills in students for conflict resolution by examining theories of nonviolence, interpersonal, organizational and international conflicts; social change strategies; and participating in conflict management workshops.

Peace and World Order addresses the whole range of issues involved in making the transition to a better world, Uhler says. Course topics include aspects of society needing change on a macro and micro level, economics and corporate responsibility, the role of international organizations in perpetuating non-

violence, and utopias and ways to reach them. Students take the Integrative Peace Studies Seminar after they have completed all other requirements of the minor. They work at integrating the knowledge from the other courses through class discussion and a major paper or project.

The program's main strength is its interdisciplinary nature, Uhler says. "We are integrating faculty, staff, and students, and everyone involved is delighted with the effect. The students also find that peace courses integrate a lot of what they've learned in other courses and are delighted," Uhler says. The library staff, it turns out, "were all 'closet pacifists,' and have been very helpful in starting a collection of peace literature." *T.A.*

For more information, contact: Kathleen Uhler, Coordinator of Peace Studies, St. Bonaventure University, St. Bonaventure, NY 14778. 716/375-2213.

The University of Wisconsin–Madison

Coordinating Individual Peace Enterprises–"A lot of individual enterprises started spontaneously," says Dick Ringler, professor of English and chairperson of Scandinavian Studies at the University of Wisconsin-Madison in recalling the history of peace studies activities at the University. But he hopes The Center for the Study of International Cooperation will be able to evolve from these various activities. Staff members in the Office of International Studies are presently coordinating and initiating some peace activities while developing the center. They have no authority to offer courses, and the university is too large and decentralized for them to fully support and develop peace activities, says Peter Dorner, dean of international studies and programs.

The Center for the Study of International Cooperation's major goals would be "to introduce into the curriculum on a continuing basis a program of studies for undergraduates and graduates that deal with these life and death issues of nuclear war and disarmament on a technical basis–in terms of such technical questions as how do you verify a nuclear freeze, as well as on a moral and political basis. To carry out this program we need faculty and student participation in research," says Dorner. The center will either offer courses or coordinate them, he says. Administrators and students are supportive of the plan, although the administration would have to make a special plea to the legislature for funds, and the prospects for this year look dim, Ringler and Dorner agree.

Current course offerings include Global 2000: Population Resources and Peace, an interdisciplinary undergraduate course sponsored by the Institute for Environmental Studies. It examines "conflicts arising over resource problems especially in the areas of food and minerals and how to resolve them," Dorner says.

Lecture topics of Perspectives on Nuclear War, an interdisciplinary, team-taught course for undergraduates, include the role of the public, politicians and professors in arms control, the political purpose of nuclear weapons, the science and technology and effects of nuclear weapons, religious and literary visions of nuclear war and the end of the world, the psychology of war, and attempts at assuring peace.

Other courses include Nuclear Weapons and World Politics, an undergraduate course taught by an expert on military technology and strategic issues; a graduate seminar called History of Nuclear Consciousness, focusing on the United States since World War II; and a course on the medical and social aspects of the nuclear arms race and nuclear war for first year medical students.

The Office of International Affairs is organizing a one-credit, weekly lecture series for the 1983 summer session entitled A World Without War: Political and Institutional Challenges, which will be broadcast on public radio. Along with the lectures a group of representatives from the Wisconsin legislature, businesses, and local and university community will write position papers on the lecture topics for congressional committees, state legislatures and other policy making decision making people, Dorner says. Lectures will cover the United States' current defense needs, presented by a defense department representative; resolving world resource conflicts, by a university professor; terrorism, by a Rand Corporation representative; and treaties between United States and Russia, by a Soviet embassy official.

To develop people's interest in peace issues the Office of International Affairs began publishing in January 1983 a campus wide newsletter, *Interdependent World*, which has articles on peace research and activities, commentary on a peace issue, and program news. Dorner says faculty and students are enthusiastic about peace studies courses and activities, "but at the same time some people are afraid of getting identified with peace protestors, marchers – afraid of being identified with advocacy. *T.A.*

For more information, contact: Peter Dorner, Dean, Office of International Studies and Programs, 1410 Van Hise Hall, 603/262-2851. Dick Ringler, Professor of English and Chairperson of the Department of Scandinavian Studies, 1306 Van Hise Hall, 608/262-2090. 1220 Linden Drive, The University of Wisconsin, Madison, WI 53706.

Resources

American Council On Education. *The Role of the Academy in Addressing the Issues of Nuclear War*. Washington, D.C.: ACE, 1982.

This volume collects papers presented at a March 1982 symposium examining higher education's responsibility in educating on nuclear issues, which was co-sponsored by the American Council on Education, the Association of American Colleges, and Hobart and William Smith Colleges. Essays cover the history of nuclear arms, the medical effects of radiation, government policy making, and the education of students on these subjects. Copies are available from Jack Caldwell, ACE, One Dupont Circle, Suite 800, Washington, D.C. 20036. Please include a mailing label.

The Arms Control Association (ACA), 11 Dupont Circle, N.W., Washington, D.C. 20036. 202/797-6450. William Kinkade, Executive Director.

ACA is a nonpartisan membership organization trying to educate the public on arms control issues. They have an educators package for professors and teachers beginning arms control courses and respond to individual inquiries and needs. A list of books and their prices and publishers suitable for arms control studies is available from ACA upon request. Members receive the journal *Arms Control Today* ten times a year. Membership dues are $25 for professionals and $10 for students.

Beres, Louis Rene. *Apocalypse: Nuclear Catastrophe in World Politics.* Chicago: University of Chicago Press, 1980.

Beres discusses the possible causes of a nuclear catastrophe, including the spread of nuclear weapons. He prescribes three basic steps for preventing such a catastrophe: recognizing and acknowledging the magnitude of the nuclear problem; developing a scholarly, far-reaching agenda for making political reforms, and urging national leaders to act on this agenda.

The Bulletin of the Atomic Scientists.

Recent issues of the bulletin cover the Reagan administration's five-year defense plan, the role of military strategists, the importance of technology and of science education, the role of peace issues in elections, and the possibilities of nuclear war and a nuclear freeze. Discussions of Soviet life and culture, and book and film reviews are included in most issues. The bulletin is published ten times a year. Yearly subscriptions are $19.50 for individuals and $25 for institutions. Bernard Feld, Editor-in-Chief, *The Bulletin of the Atomic Scientists,* The Educational Foundation for Nuclear Science, Inc., 5801 S. Kenwood, Chicago, IL 60637.

Columbia Teachers College. "Education for Peace and Disarmament Toward a Living World." *Teachers College Record* 84 (Fall 1982).

This special issue of *Teachers College Record* focuses on peace education. The five sections review the importance, political implications and methods for teaching about peace, disarmament, and nuclear war. Part two includes the views of European scholars on nuclear war and education and part three discusses international peace activities and experiments. The issue ends with two scenarios: the end of the nuclear threat and the end of civilization. Single copies are $6. Douglas Sloan, Editor, *Teachers College Record,* Columbia University, Teachers College, New York, NY 10027.

Consortium for Peace, Research, Education, and Development (COPRED), Center for Peaceful Change, Kent State University, Stopher Hall Kent, OH 44242. 216/672-3143. Bill Keeny, Executive Director.

Researchers, peace advocates, educators, and organizations constitute COPRED's membership. The University Network, a group of members coordinated by George Lopez at Earlham College, study alternative methods of teaching for peace, disseminate information on peace studies, and conduct workshops and conferences on the pedagogical concerns of its members. Task Forces from COPRED and other international groups hold conferences, develop programs and resource materials for peace studies. Members receive the newsletter, *The Chronicle,* and their quarterly journal, *Peace and Change.*

Coughlin, Ellen K. "Rash of Books Urge Disarmament as Scholars Join Nuclear Debate." *The Chronicle for Higher Education* 18 (January 12, 1983): 1

Coughlin reviews *Indefensible Weapons: The Political and Psychological Case Against Nuclearism* by Robert Jay Lifton, a Yale University Medical School psychologist and *Beyond the Cold War: A New Approach to the Arms Race and Nuclear Annihilation* by E.P. Thompson, a British historian. Both books delve into the absurdity, dangers, and causes of nuclear arms build-up, and describe the Academy as weak in its approach to nuclear scholarship. Both authors accuse their colleagues of exacerbating the nuclear threat by their intellectual contributions to strategic study. Coughlin also briefly reviews four other books on nuclear issues.

Current Research on Peace and Violence.

This journal deals with international politics and military technology and strategy. Writers examine actual problems and occurrences and discuss solutions as well as the implications of the problem. Articles in recent issues have focused on the use of advertising and public relations in the weapons industry, the impact of the military budget on the domestic economy, the problems with changing military production capabilities to meet civilian needs, the transfer of technology to Arab countries, and ideology and military integration in Africa. Tapio Varis, Editor-In-Chief, *Current Research in Peace and Violence,* Tampere Peace Research Institute (TAPRI), P.O. Box 447, 33101 Tampere 10, Finland.

The Defense Monitor.

Dealing primarily in technical aspects of weapons and national security, recent journal issues discuss the value and use of weapon systems such as the MX, accidents that have occurred involving nuclear weapons and their continuing threat, and the effects of the increasing military budget. The most recent issue is a compilation of facts, with explanations, about the relative power of the United States and the Soviet Union and their allies. The senior staff of the Center for Defense, which publishes the journal, include military and navy employees. Their philosophy is to "support strong defense but oppose excessive expenditures or forces." The journal is available upon request. *The Defense Monitor,* the Center for Defense Information, 300 Capitol Gallery West, 600 Maryland Avenue, S.W., Washington, D.C. 20024.

Federation of American Scientists, 307 Massachusetts Avenue, NE, Washington, D.C. 20002. 202/546-3300. Anne E. Gorsuch, Nuclear War Education Project Coordinator.

The Nuclear War Education Project "is designed specifically to provide resources for all educators interested in teaching about nuclear war," says Gorsuch. The monthly newsletter, *Countdown,* includes a lead article on a nuclear issue, ideas and resources for developing courses, information on existing courses, and a calendar of events. The project has available a compendium of course syllabi and a speakers list.

Institute for World Order (IWO), 777 United Nations Plaza, New York, NY 10017. 212/490-0010. Archibald Gillies, President.

Established in 1961, IOW is a network of individuals and institutions conducting research on world security, economic policies, and curriculum developments in peace education at the college level. IWO conveys policy recommendations to legislators, public officials, and the general public and offers fellowships and faculty support for development of world order curricula. The following is a brief selection of IWO publications: The Annotated Bibliography includes numerous books, journals, audio-visual materials and citizen's organizations dealing with the subjects of energy, the environment, economic development, global interdependence, human rights, women's rights, war and peace, political movements in the United States, and internship possibilities in these areas. *Peace and World Order Studies: A Curriculum Guide,* is a compilation of essays and syllabi reflecting the diversity of peace and world order studies. The fourth edition will be published in summer 1983. Past volumes include Toward a Just World Order, International Law and Just World Order, and United Nations and A Just World. IWO is presently soliciting syllabi for publication in the fourth edition. *Peace and World Order Systems: Teaching and Research* is a how-to book on world order curriculum and program development. *The Elements* is a set of seven papers on how to develop peace education programs for people of all economic, cultural, and educational backgrounds. *Working Papers* (series #26) address global, political, economic, social, and cultural issues. Of special interest are *Toward a Dependable Peace, Toward A Just World, The Struggle for A Just World Order, An Approach to World Order Studies,* and *The World System.*

Journal of Conflict Resolution.

Focusing on international and national conflicts, this quarterly journal reports on interdisciplinary social science research. Recent articles have included Asymmetrical Dyads and Foreign Policy: Canada-U.S. Relations 1963-1972; Integrative Complexity Theory and Forecasting International Crises: Berlin 1946-1962; The Arabs in Israel; Conflict in New Guinea Highlands; Disasters and Governments; and U.S. Assistance and Israel. Subscription rates are $60 for institutions, $28 for individuals. Bruce M. Russett, Editor, *Journal for Conflict Resolution*, P.O. Box 3532, New Haven, CT 06520. For subscription information: Sage Publications, Inc., 275 South Beverly Drive, Beverly Hills, CA 90212.

Journal of Peace Research.

This quarterly journal includes interdisciplinary and international scientific research in the field of peace. Articles focus on ways and means for promoting peace and conclude with a discussion of the implications of their research on international or national policies. The summer 1982 issue examined the crisis in Poland. Other issues have covered Confrontational Behavior and Escalation of War, Ideas of 'Survival' and 'Progress' in the Finnish Foreign Policy Tradition, and War As A Human Endeavor: The High Fatality Wars of the Twentieth Century. Yearly subscriptions are $28 for institutions and $24 for individuals. Helge Hueem, Editor, *Journal of Peace Research*, International Peace Research Institute, P.O. Box 258, Irvington-on-Hudson, NY 10533.

The Nuclear War Film List, John Dowling, Physics Department, Mansfield State College, Mansfield, PA 16933.

The list includes 100 films on the arms race and nuclear war, along with brief descriptions, ratings, and information on obtaining them. Available for $1.

United Campuses to Prevent Nuclear War (UCAM), 1346 Connecticut Avenue, Suite 1101, Washington, D.C. 20036. 202/223-6206. Sanford Gottlieb, Executive Director.

Founded in 1982 by professors and students active in the Union of Concerned Scientists, UCAM helps campuses develop the means to influence United States arms policy. They co-sponsored convocations, including "Solutions to the Nuclear Arms Race," held on more than 500 campuses in November 1982. The national office collects syllabi of courses on the arms race and publishes a newsletter which reports on campus activities, educational resources, and trends affecting the peace movement, such as the nuclear freeze lobbying efforts. UCAM hopes to acquire funds to develop regional summer institutes for educators interested in teaching peace studies. Chapter dues are $100 a year; individual memberships are $5 for students and $10 for faculty members.

International Student Pugwash (ISP), 305 Massachusetts Avenue, NE, Washington, D.C. 20002. 202/544-1784. George Perkcvich, Director. Fred Rose, Director, Nuclear Age Education Project.

Albert Einstein and Bertrand Russell's Pugwash Manifesto calling all citizens to recognize their responsibilities to solving world problems was the starting point of the Pugwash Movement, of which ISP is an outgrowth. Their Nuclear Age Education Project compiles materials and innovative education techniques for courses on arms control and nuclear war, and collects syllabi on existing courses. The projects's new focus is facilitating cooperative activities in peace education between high schools and colleges.

Wieseltier, Leon. "The Great Nuclear Debate." *The New Republic*. 1 and 2 (January 10 and 17, 1983): 7.

In the longest single article ever featured in *The New Republic*, Wieseltier discusses the debate over how to prevent a nuclear war, the desire for arms control versus anti-communist feelings, the similarities of Russia and United States' military strategies, and the moral and political consequences of nuclear weapons.

Note to Forum Readers

The Forum staff encourages readers to phone or write the person listed after each article for further information on activities at his or her school. Please mention that you are contacting him or her in reference to a *Forum* article. Six months after publication of each issue, we ask feature article contact persons to report on the number of phone calls and letters they have received as a result of their schools' appearance in *Forum*. This tracking system is another measure of the usefulness of various issues and topics addressed by *Forum*.

CORRECTION: The following information was unintentionally excluded from the January/February 1983 *Forum* article on the Minority Achievement Program activities at Rhode Island College. William Small, associate dean of the graduate school, advises administrators interested in increasing minority graduate enrollment to discuss the concerns of minority graduate students with advisers, develop methods for identifying minority graduate students, reserve portions of scholarship aid for minority students, and enlist the assistance of minority faculty members in the recruitment of potential minority graduate students. For more information, contact: William A. Small, Associate Dean of the Graduate School, Rhode Island College, 600 Mt. Pleasant Ave., Providence, RI 02908. 401/456-8440.

Association of American Colleges
1818 R Street, N.W.
Washington, D.C. 20009
202/387-3760

aac

The Forum for Liberal Education is a topic-oriented publication featuring a subject of importance for liberal education in each issue. It does not endorse or evaluate institutional activity. Rather, it describes various ways in which institutions of higher learning address important common concerns. Upcoming issues of the *Forum* will look at honors programs and cooperative activities between high schools and colleges. **The *Forum* staff is interested in receiving program information from our readers.** If your school is chosen for inclusion in an issue a staff member will interview a contact person at your school and write the article.

The Forum for Liberal Education is published six times during the academic year by the Association of American Colleges. The *Forum* is available at a subscription rate of $16 per academic year for pesons at AAC member institutions, and $22 for all others. Rates for back issues are available upon request. Please address all correspondence, inquiries, and subscription orders to *Forum* at the Association of American Colleges.